

leadership, philanthropy, advocacy and innovation in service to one of America's premier art museums.

Through Dr. Rieveschl's leadership, the Museum has regained its stature throughout the nation. His influence has touched all areas of the museum—management, governance, fundraising, and acquisitions. Dr. Rieveschl's leadership has resulted in such monumental achievements as the creation of the Founders Society to provide a core group of individual support; the capital campaign for gallery renovations and outreach programs; and the current initiative to acquire important art objects of Cincinnati collectors as millennium gifts. Dr. Rieveschl has led by example, generously assisting the Museum with his own philanthropy.

Dr. Rieveschl graduated from the Ohio Mechanics Institute with a degree in Commercial Art in 1933. He received his A.B. with High Honors in Chemistry from the University of Cincinnati in 1937, and went on to earn his M.S. and Ph.D. from U.C. In 1940, he began as an Instructor in Chemical Engineering at U.C. His loyalty and dedication to U.C. resulted in his selection to be Chairman of the Board of Trustees of the University of Cincinnati Foundation, a position from which he retired in 1981. During his career, Dr. Rieveschl held scientific research positions with Parke, Davis and the Carborundum Company. Dr. Rieveschl's laboratory research at U.C. resulted in the world's first effective antihistamine—named Benadryl by Dr. Rieveschl—which was approved for prescription sale in 1946. By the early 1960s, Benadryl's sales rose to \$6 million per year. Benadryl was approved for over-the-counter sale in the 1980s.

In 1970, he returned to the University of Cincinnati to become Vice President for Research and Development and Adjunct Professor of Materials, and in 1972 became Vice President for Special Projects. The University of Cincinnati presented him with an honorary Doctor of Science degree in 1956.

We congratulate Dr. Rieveschl on receiving this landmark honor, and are grateful for his many important contributions to medicine, to the Greater Cincinnati area, and to the Cincinnati Art Museum.

TRIBUTE TO U.S. NAVY FIRE
CONTROLMAN CHIEF (SURFACE
WARFARE) LAWRENCE ERIC
EVANS

HON. CHARLES W. STENHOLM

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, November 2, 1999

Mr. STENHOLM. Mr. Speaker, I rise today to recognize U.S. Navy Fire Controlman Chief (Surface Warfare) Lawrence Eric Evans upon his retirement from the United States Navy after 24 years of honorable service which will occur on the Thirty-First day of October, Nineteen Hundred Ninety Nine.

Chief Evans has been supported in his service this great nation by his wife, Michele Karen (Gudyka) Evans; his son, Lawrence William Evans and his daughter, Lauryn Michele Evans.

Chief Evans was born 28 June 1956 in Ruislip, England to 1stLT Larry Earl Evans, U.S. Air Force and Ada Mary (Georges)

Evans. He graduated from Spring Woods Senior High School in May 1974 and entered Recruit Training Center, Orlando, Florida in August 1975 where he remained until October 1975. He then received basic Fire Control and Advanced Systems training from November 1975 to May 1977. He then served aboard U.S.S. *Saipan* (LHA 2) pre-commissioning command from June 1977 to August 1981 as Work Center Supervisor of AN/SPS-52B RADAR; the ship was commissioned 15 October 1977.

Chief Evans was discharged from the U.S. Navy 15 August 1981. He attended Howard College, Big Spring, Texas in the Fall Semester of 1981 and worked briefly for Sperry Gyroscope in Clearwater, Florida from February 1982 to May 1982. He enlisted in the U.S. Navy Ready Reserves from June 1982 to October 1983 and worked for Vitro Laboratories in Washington, D.C. until October 1983. He attended Montgomery College, Rockville, Maryland in the Fall Semester 1982 and in the Spring Semester 1983.

Chief Evans re-Enlisted in the U.S. Navy (Active) 13 October 1983 and entered the Recruit Training Center, Great Lakes, Illinois in October 1983. He received advanced Fire Control systems training from January 1984 to July 1984. He served aboard U.S.S. *Whidbey Island* (LSD 41) pre-commissioning command from August 1984 to November 1988 as Leading Weapons Petty Officer Navy Close In Weapons System; as the Command Shipboard Non-classified Automated Processing (SNAP) Coordinator; and as a Navy Small Arms and Weapons Instructor. The ship was commissioned 09 February 1985.

Chief Evans earned an Associate of Science degree from Mohegan College, Connecticut in May 1987. He was transferred to Naval Recruiting District at Richmond, Virginia October 1988 to December 1991 and recruited 84 new Sailors from Culpeper & Fredericksburg, Virginia. He then received advanced Fire Control systems training from January 1992 to August 1992.

Chief Evans served aboard U.S.S. *Supply* (AOE 6) pre-commissioning command from 09 September 1992 to August 1996 as Leading Weapons Chief NATO SeaSparrow Guided Missile System, Close In Weapons System, and Target Acquisition System; as the Command Information Systems Security Officer; and as the Command Material Maintenance Management (3M) Coordinator. The ship was Commissioned 26 February 1994.

Finally, Chief Evans transferred to Fleet Combat Training Center, Dam Neck, Virginia from August 1996 to October 1999 as the Command LAN Administrator and Leading Chief of Information Technologies where he ends his career.

Chief Evans is proud to wear many ribbons and medals: Navy "E" (one for each ship on which he served); Sea Service; Meritorious Unit Commendations; Recruiting; Expeditionary; Humanitarian; and National Defense. These are the awards of his teamwork and commitment to his commands' overall missions.

Chief Evans has also personally earned three commendation letters for recruiting excellence; a letter of commendation for his service aboard the U.S.S. *Whidbey Island*; awards for weapons Marksmanship—most notably expert pistol marksmanship; and finally medals for both Achievement and Commendation for service aboard U.S.S. *Supply* (AOE 6).

Chief Evans completes his naval career with many happy memories having served with honor, upholding his oath:

I promise to defend the Constitution of the United States of America against all enemies, foreign and domestic; and hold true allegiance to the same.

It is with great pride that I congratulate Chief Evans upon his retirement, express appreciation for his service and wish him and his family all the best as they move on to face new challenges and rewards in the next exciting chapter in their lives.

INTRODUCTION OF THE EDUCATION FOR DEMOCRACY ACT

HON. DALE E. KILDEE

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Tuesday, November 2, 1999

Mr. KILDEE. Mr. Speaker, I am pleased to introduce the Education for Democracy Act and have my Subcommittee Chairman, Representative CASTLE, join me in this effort today. The legislation we are introducing would continue two vitally important and highly regarded education programs: The We the People * * * program and the International Education Program. Both of these programs are up for reauthorization this year.

For well over a decade the We the People * * * program has involved elementary, middle and secondary school students throughout America in an innovative approach to learning about the U.S. Constitution, Bill of Rights and the principles of democratic government. More than 26.5 million students in some 24,000 elementary and secondary schools in every congressional district in the United States have participated in this important program. It has directly involved more than 82,000 teachers, and as a result of this program, more than 80,000 sets of civics education textbooks have been distributed free to schools throughout our Nation.

The We the People * * * program is widely acclaimed as a highly successful and effective education program. Washington Post columnist David Broder described its national finals as "the place to have your faith in the younger generation restored." The International Education Program, while only five years old, has produced dramatic results in providing civic education assistance to emerging democracies in Eastern Europe and the former Soviet Union.

Currently, educators in 15 U.S. states are linked with more than 17 fragile democracies in programs on the principles of democracy and the responsibilities of living in a free society. This year alone the program has reached 225,000 students and more than 2,000 educators in the emerging democracies and more than 56,000 students and more than 550 educators here in the United States. As a result, students in the new democracies and here at home learn the importance, difficulties, and rewards of building and sustaining a democratic government.

Mr. Speaker, it is imperative that these programs be continued, and not be allowed to languish. Inclusion in a block grant such as the Dollars to the Classroom Act would be the death knell. While a few districts might spend some of their block grant funds on civic education, the plain fact is that we would lose a